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AUTHOR Fincher, Cameron, Ed.

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ABSTRACT

This bibliography, the third in a series, is arranged according to the following categories: (1) goals and longrange planning; (2) administration and faculty; (3) curriculum and instruction; (4) space utilization and scheduling; (5) characteristics of entering students; (6) general student characteristics; (7) recruitment and admissions; (8) prediction and academic performance; (9) perception of the college environment; (10) retention, attrition, and transfer; and (11) miscellaneous. For the sake of brevity, no cross-references have been established for the entries. An author index indicates the number of entries submitted by each author. (Author/MLF)

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ANNOTATED BIBLIOGRAPHY OF INSTITUTIONAL RESEARCH

1968-69

Cameron Fincher
Editor

THE ASSOCIATION FOR INSTITUTIONAL RESEARCH

1969

EA 003 664

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FOREWORD

This annotated bibliography of institutional research is the third in a series published by the Association for Institutional Research for distribution to the organization's membership and other interested persons. For the past three years members of AIR have been requested to submit abstracts of institutional studies which would be of general interest to members and which would be available to persons desiring a copy.

As in the two previous editions, editing of the annotations has been minimal. This accounts, in part, for the variation in length of the entries. Some annotations are fairly extensive while others are quite short. Some editing has been necessary, however, to gain a bit of consistency in form and to meet space limitations.

With few exceptions, the editor has placed the entries in categories specified by the authors. The only change in categories has been in the area of "Student Characteristics." Because of the large number of entries submitted for inclusion in that particular category it was thought desirable to break the category into "Characteristics of Entering Students" and "General Student Characteristics." The editor trusts that users of the bibliography will find the distinction helpful. Needless to say, many studies could be classified differently and many could be placed in more than one category. Because of the brevity of the bibliography no effort has been made to establish cross references for the entries. An author index has been included, however, and refers the reader to the number of the entries submitted by an author.

Where an entry makes no mention of cost it may be assumed that a single copy of the report is available free. Where there is a purchase price indicated for a particular study it is suggested that the purchase price accompany the purchase order.

The preparation of this bibliography has been greatly facilitated by the editorial assistance of Joseph G. Moorman. He is due special appreciation for the preliminary editing of the entries, for proofing the final copy, and for preparing the author's index. I should also like to express my personal appreciation to Mrs. Mary Snyder who, for the third year, not only typed the final copy of the manuscript but contributed many helpful editorial suggestions.

Cameron Fincher
Editor

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ANNOTATED BIBLIOGRAPHY OF INSTITUTIONAL RESEARCH

1968-69

GOALS AND LONG-RANGE PLANNING

1. Anderson, D.J., and J.A. Chambers. Planning for Organizational Growth, Research and Records, University of South Florida, Tampa, Fla. 33620, 1968, 16 p.

   Descriptions of the phenomenal growth of U.S. colleges and universities since World War II are commonplace and often trite. This study provides data which takes us beyond descriptions of that growth and toward a framework from which to cope with it. Specifically, it provides data gathered in a survey of forty large U.S. public universities. The data are all relevant to organizational patterns so that the reader has at hand some of the materials necessary to evaluate organizational patterns with respect to their capacity to accomodate continued growth. Seven detailed tables accompany a short narrative.

2. Cope, Robert G. Replacing Budget Formulas with Models, Office of Institutional Studies, University of Massachusetts, Amherst, Mass. 01002, 1968, 15 p.

   This is a paper which describes selected formulas used by coordinating boards for budget requests: staff, library maintenance, salaries, etc. A model which simulates university programs and costs is illustrated and recommended as a replacement for formulas.

3. Martorana, S.V., et al. Strengthening Mississippi's Higher Education Through Diversification, Cooperation, and Coordination. The Board of Trustees of State Institutions of Higher Learning, Jackson, Miss. 39205, 1966, 143 p.

   This report seeks to identify the role and scope of both the public and private institutions of higher education in Mississippi; as such, it is the third and final phase of a study begun in 1962. The opening sections of the report are given to casting the role of the three principal types of higher educational institutions in Mississippi--the complex universities, the four- and five-year colleges, and the community junior colleges. Following sections deal with the role of all of these types of institutions in a state-wide program for continuing and extension education, and the importance of a new and stronger effort both to develop greater inter-institutional cooperation and to insure better coordination among the different institutions in the State. The report also discusses procedures for planning physical facilities and concludes with a review and summary of all the recommendations presented.

ADMINISTRATION AND FACULTY

4. Chambers, J.A., and D.J. Anderson. Fringe Benefits--The New University Frontier, Research and Records, University of South Florida, Tampa, Fla. 33620, 1968, 7 p.

   Sixty-seven public universities were surveyed to determine their fringe-benefit programs. The areas of the survey include insurance--life, health and accident, and retirement--and registration fees--waived fully or in part for faculty, or staff, or dependents.

5. Cohen, Irving. BMCC Instructor Work-Load Characteristics: Fall 1967, Office of Institutional Research, Borough of Manhattan Community College, 134 West 51 Street, New York, N.Y. 10020, 1968, 12 p.

   This study of instructor work-load characteristics is based on a questionnaire distributed to every teacher on the daytime faculty of the fall 1967 semester. It reviews all assignments: teaching, extra-curricular and "assigned." Analysis is made of the number of each instructor's student contacts, credit hours, section hours, course hours, office hours, committee and administrative time according to major division and curricula.

6. Kelly, M. Frances, and Pauline Hunter. Format Description and Evaluation: An Orientation Model, Department of Higher Education, State University of New York at Buffalo, Buffalo, N.Y. 14214, 1968, 125 p., $3.00

   This document is a description of an orientation program developed for public two-year college faculty under the auspices of the Professional Development Project. Content is elaborated and an evaluation of the model is presented on the basis of a pilot orientation institute held during the summer of 1968. The project was funded under the Vocational Education Act and involved both newly employed and veteran faculty at thirty-five public two-year colleges in New York State. A summary and recommendations are included.

7. Kelly, M. Frances, and Pauline Hunter. Professional Development Project for Two-Year College Vocational and Technical Faculty, Department of Higher Education, State University of New York at Buffalo, Buffalo, N.Y. 14214, 1968, 142 p.

   A concern that the new two-year college faculty member's orientation be affectively and cognitively adequate has led to the development of a model for orientation programs. Such a model was developed over the course of a year by more than one hundred faculty members and researchers from thirty-five two-year institutions in New York State; it was then tested at a pilot orientation project.

8. Morgan, George A. Course Projections and Staffing Needs for the New Hiram College Curriculum, Office of the Deans, Hiram College, Hiram, Ohio 44234, 1968, 9 p.

   This paper presents a model which shows how a major curricular change can be staffed by dropping sections of formerly required courses. The model, based on past enrollments, new requirements, and students' stated preferences for electives, was designed for the Hiram College curriculum change, but may well be applicable to other colleges.

9. Muir, John W., and John W. Harris. An Exploratory Study of the Feasibility of a Comprehensive File on Academic/Academic-Professional Staff at the University of Georgia, Institute of Higher Education, University of Georgia, Athens, Ga. 30601, 1968, 15 p. (available on loan only)

   The chief concern of this study is not so much with the composition of a particular data collection form, but rather with considerations which must be taken into account in the development of a master data file of professional information on the University of Georgia's academic/academic-professional staff.

10. Perch, James T. A Cost and Profitability Analysis, Office of Institutional Research, Manhattan College, New York, N.Y. 10471, 1969, 32 p., $1.00

    This study analyzes the unit costs of education at three levels: lower division, upper division, and graduate. Costs are reported in terms of student-credit hours, departments, programs, and schools. Relationships between total costs to the institution and the student of undergraduate and graduate programs are described in terms of expenditure-income ratios per program. Expenditure-income ratios are also reported for departments and schools, and cost-credit hour ratios established for departments.

11. Perch, James T. 1967-68 Faculty Compensation Analysis and 1969-79 Compensation Projections, Office of Institutional Research, Manhattan College, New York, N.Y. 10471, 1969, 42 p., $2.00

    This study compares the structure of salary and fringe-benefit schedules at Manhattan College with compensation schedules at similar institutions nationally and regionally. Cost relationships are described by rank, department and academic area. Compensation costs are also reported as decimal relationships to educational and general costs, college budget, and tuition. In addition, planning projections, using the synergistic method, describe interrelationships during this decade among faculty compensation and six planning elements: enrollment, SF ratio, tuition, endowment, expenditures, and budget.

12. Shawhan, Gerald L. Survey of Instructional Loads, University of Cincinnati, Autumn Quarter 1967-68, Director of Institutional Studies, University of Cincinnati, Cincinnati, Ohio 45221, 1968, 23 p., 1 copy free

    The purpose of the survey has been to summarize the instructional loads at the University of Cincinnati in effect in the autumn quarter of the 1967-68 year. The items calculated are individual courses, individual sections, average class size, and full-time equivalent students. These are reported by course level (lower division, upper division, and graduate) within each area of instruction in each college.

13. Stordahl, Kalmer. Faculty Work Load, Office of Institutional Research, Northern Michigan University, Marquette, Mich. 49855, 1968, 12 p.

    Estimates of the average number of hours devoted per week to twelve professional activities were obtained from faculty members; additional measures of work load were obtained from university records. Results were summarized and compared with a study done eight years earlier. On both occasions, total work week was estimated to be about sixty hours.

14. Suslow, Sidney, and Michael Riley. Year-Round Operation at Berkeley, Background and Implementation, Office of Institutional Research, University of California, Berkeley, Calif. 94720, 1968, 119 p.

    This is an investigation into the background and methods of implementing year-round operation at Berkeley. Topics include: a historical discussion of year-round operation; the methods of implementing curriculum revision, space utilization, and student advising programs; and a section covering the initiation of the first summer quarter. Appendices illustrate planning aides used at Berkeley for curriculum revision and also questionnaires detailing summer quarter enrollment and attitude determination.

15. Taylor, Fred J. An Analysis of the Advantages and Disadvantages of Various Academic Calendars, Office of Institutional Research, University of Arkansas, Fayetteville, Ark. 72701, 1969, 11 p.

    This report is a listing and analysis of the advantages and disadvantages of the different academic calendars as seen by administrators and faculty members who have recently experienced a change in the academic calendar at their respective institutions.

16. Taylor, Fred J. A Rank-Order Distribution of Administrative Salaries Paid in 1968/69, Office of Institutional Research, University of Arkansas, Fayetteville, Ark. 72701, 1969, 51 p., $1.00

    Here are summarized the results of a questionnaire study of administrative salaries in sixty-four state-supported universities representing forty-three states.

17. Taylor, Fred J. A Study of State Coordinating Boards and their Specific Functions, Office of Institutional Research, University of Arkansas, Fayetteville, Ark. 72701, 1969, 8 p.

    This survey compiles a list of all state-wide Higher Education Coordinating Boards differentiating between those that are considered authoritative and those that are considered advisory. It also lists the specific functions most common among Coordinating Boards of Higher Education.

18. Taylor, Fred J. A Study of Thirty-Two State Universities' Holiday Policies Governing 12-Month Employees, Office of Institutional Research, University of Arkansas, Fayetteville, Ark. 72701, 1969, 3 p.

    This survey lists the official holidays observed by thirty-two state universities.

CURRICULUM AND INSTRUCTION

19. Bolin, John G. A Survey of Universities' Policies Concerning Student Expenses for Field Trips, Institute of Higher Education, University of Georgia, Athens, Ga. 30601, 1968, 4 p.

    This report describes briefly the variety of policies in higher education institutions designed to govern funds which may or may not be used for student expenses incurred while on field trips.

20. Bureau of Institutional Research. The Pass-No Credit Grading System: First Report, Bureau of Institutional Research, University of Minnesota, 3338 University Ave. S.E., Minneapolis, Minn. 55414, 1968, 2 p.

    In response to student and faculty reservations about the value of A to F grading, the University of Minnesota in March 1967 approved a pass-no credit (P or N) system as a complement to the traditional method of grading. Thus, in a bachelor's degree program, up to 25 percent of courses applicable to graduation requirements could be graded as pass or no credit. Such grading is not included in the computation of grade point averages. This first report presents some initial data concerning the P-N system and summarizes both faculty and student opinions of it: why select it, what work level is involved in courses taken as P-N, what changes in the P-N grading system are suggested?

21. Dwyer, Francis M., Jr. The Effectiveness of Student Visual Illustrations in Teaching Science Concepts to College Freshmen, University Division of Instructional Services, Pennsylvania State University, University Park, Pa. 16802, 1968, 16 p.

    This study was an exploration of the effectiveness of three types of visual illustrations used to complement oral instruction. It also attempted to evaluate the reliability of the "realism continuum" as a predictor of learning effectiveness. Student achievement was evaluated on five criteria of specific educational objectives. The results indicate that different continuums of learning effectiveness existed for each learning objective--these continuums being significantly different from those predicted by the realism continuum.

22. Dwyer, Francis M., Jr. The Effectiveness of Visual Illustrations Used to Complement Programmed Instruction, University Division of Instructional Services, Pennsylvania State University, University Park, Pa. 16802, 1968, 14 p.

    The purpose of this study was to measure the immediate and delayed achievement of students who received diverse kinds of visuals to complement their instructional treatment. The results indicated that (a) students receiving programmed treatment require more time to complete their instruction than do students who receive the same content material in typical textbook form; (b) those receiving the verbal treatment alone achieve as well as those receiving the programmed treatment on the immediate and delayed tests; and (c) students receiving the photographic presentation achieved significantly higher on the identification and drawing tests than did those receiving the programmed presentation without visuals.

23. Dwyer, Francis M., Jr. Effect of Varying Amounts of Realistic Detail in Visual Illustrations Designed to Complement Programmed Instruction, University Division of Instructional Services, Pennsylvania State University, University Park, Pa. 16802, 1968, 16 p.

    This experiment was designed to evaluate the effectiveness of eight types of visual illustrations used to complement programmed instruction. The various types of visual illustrations were evaluated in terms of their ability to improve student achievement according to five criteria. Results indicate that some types of visuals are more effective than others in facilitating student achievement of specific educational objectives. Analyses also indicate that the addition of color in specific types of illustrations is an important instructional variable.

24. Dwyer, Francis M., Jr. Effect of Visual Stimuli on Varied Learning Objectives, University Division of Instructional Services, Pennsylvania State University, University Park, Pa. 16802, 1968, 15 p.

    This experiment tested the hypothesis that learning will be more complete as the number of cues in the learning situation increases. Nine complete slide sequences possessing differing degrees of realistic detail were produced so that the variations in visual stimuli could be assessed in terms of their ability to facilitate student achievement. The results seem to substantiate the hypothesis that reality may be edited for instructional purposes, and to raise serious questions about the meaning and instructional value of "realism" in visual aids.

25. Dwyer, Francis M., Jr. The Evaluation of Teaching Methods and Media by Means of Questionnaires, University Division of Instructional Services, Pennsylvania State University, University Park, Pa. 16802, 1968, 13 p.

    This report examines the effectiveness with which various types of questionnaires can be used in assessing and improving the quality of instruction presented to students. The advantages and disadvantages of various types of questionnaire items are discussed. The procedures necessary to the development of an appropriate questionnaire are presented along with statistical techniques which can be used to evaluate the questionnaire data.

26. Dwyer, Francis, M., Jr. An Experiment in Visual Communication, University Division of Instructional Services, Pennsylvania State University, University Park, Pa. 16802, 1968, 22 p.

    This report evaluates the instructional effectiveness of realism used in visual illustrations. The results indicate that increasing amounts of realistic detail in visual illustrations does not necessarily lead to greater learning. Apparently, the increase of realistic detail presents excessive stimuli which interfere with the transmission of the intended information, thereby reducing the effectiveness of the visuals as learning media.

27. Dwyer, Francis M., Jr. and L.P. Greenhill. Final Report for the Faculty Development Institute, The Pennsylvania State University, University Division of Instructional Services, Pennsylvania State University, University Park, Pa. 16802, 1968, 35 p.

    The general objective of the Institute was to prepare prospective college and university faculty members (principally graduate teaching assistants) to use new educational media and related teaching methods. The program was also designed to impart an understanding of basic learning principles and to show the participants how to apply them in planning college courses. The report also includes an evaluation of the program by the participants and bibliography of available materials and resources used in the Institute.

28. Dwyer, Francis M., Jr. A Proposal for the Improvement of Visuals Used for Instructional Television, University Division of Instructional Services, Pennsylvania State University, University Park, Pa. 16802, 1968, 12 p.

    This report outlines a program of systematic research designed to investigate the degree of instructional effectiveness produced by the use of visual illustrations which possess differing amounts of realistic detail with regard to facilitating student achievement of specific educational objectives.

29. Dwyer, Francis M.,Jr. Student Perception of the Instructional Value of Visual Illustration, University Division of Instructional Services, Pennsylvania State University, University Park, Pa. 16802, 1968, 16 p.

    An inquiry into the validity of student perceptions regarding the instructional value of varied types of visual illustration has been conducted. The results suggest that the type of visuals that students themselves perceive as being most effective is not necessarily that found to be most effective in terms of student achievement. What types of visual illustration best facilitate the learning of specific objectives such that the results are amenable to quantitative measurement is something that need be determined experimentally.

30. Dwyer, Francis M., Jr. When Visuals Are Not the Message, University Division of Instructional Services, Pennsylvania State University, University Park, Pa. 16802, 1968, 14 p.

    This study attempted to determine the effectiveness of black and white visual illustrations used to complement televised instruction. As most producers, directors, and teachers in educational television know, it is difficult to determine when visuals should be included in televised lessons. This experimental study demonstrates that visuals are not necessarily needed to achieve such educational objectives as learning terminology or general comprehension of subject matter.

31. Morishima, J.K., E.H. Schott and S.S. Micek. Phase I of State-Wide Correspondence Study: Faculty Evaluation, Office of Institutional Educational Research, University of Washington, Seattle, Wash. 98105, 1968, 36 p., $2.00

    The report covers the perceptions of over one hundred interviewed faculty members at four Washington institutions of higher learning. Faculty were asked for their general thoughts about correspondence studies as a vehicle of instruction, its future, and any innovations or reorganizations they would like to suggest.

32. Wilson, O.J. Programmed Instruction in Higher Education, Office of Institutional Research, Western Kentucky University, Bowling Green, Ky. 42101, 1968, 20 p.

    This study is an attempt to determine the status of programmed instruction in higher education with particular emphasis on the types of instructional aids used. Based on questionnaire results from 175 sample institutions, the study defines twenty-nine terms related to programmed instruction, presents the results of the questionnaire, and discusses some implications.

SPACE UTILIZATION AND SCHEDULING

33. Phay, John E., and Arthur D. McCary. Procedural Manual for Measuring Room Use for Group Instruction in Regularly Scheduled Classes, Bureau of Institutional Research, University of Mississippi, University, Miss. 38677, 1968, 57 p.

    This manual was prepared to furnish a method by which accurate accounting of room use by regularly scheduled classes might be made. Application of data processing equipment permits minimum expenditure of time and effort by drawing necessary data from regular student class cards and room inventory.

34. Shawhan, Gerald, and C. Thomas Innis. Utilization of General Purpose Classrooms, Autumn Quarter, 1966 and 1967, Director of Institutional Studies, University of Cincinnati, Cincinnati, Ohio, 45221, 1968, 4 p., 1 copy free

    This report shows the percentage of seat utilization by building, the average number of hours the rooms in each building are used per week, and the average class size by building for the University of Cincinnati. These data are then related to comparable standards that have been established for other colleges and universities.

CHARACTERISTICS OF ENTERING STUDENTS

35. Alberti, Jean Mae. Freshman Class Status Report: 1965-66. Part IV: High School Academic Achievement: A Comparison: 1964-65, 1965-66. BOAC Study No. 9, University Research, State University of New York at Buffalo, Buffalo, N.Y. 14214, 1966, 37 p., $1.00

    The study compares characteristics of two successive freshman classes at the SUNY at Buffalo. Descriptive data relative to the high school averages of freshmen are presented on the basis of sex, county of residence, local high school, academic field, and curriculum major.

36. Alberti, Jean Mae, and Karen G. Zobrist. Freshman Class Status Report: 1966-67. Part I: The Composition of the Freshman Class: A Comparison: 1964-65, 1965-66, 1966-67. BOAC Study No. 13, University Research, State University of New York at Buffalo, Buffalo, N.Y. 14214, 1967, 19 p., $1.00

    The study compares characteristics of three successive freshman classes at the SUNY at Buffalo. Descriptive information includes enrollment on the basis of sex, marital and residential status, years between high school graduation and college enrollment, high school locale and permanent residence.

37. Alberti, Jean Mae, and Karen G. Zobrist. Freshman Class Status Report: 1966-67. Part III: Choice of Major: A Comparison: 1964-65, 1965-66, 1966-67. BOAC Study No. 12, University Research, State University of New York at Buffalo, Buffalo, N.Y. 14214, 1967, 38 p., $1.00

    The study compares descriptive information about the initial choice of major made by freshmen in three successive classes at the SUNY at Buffalo. Data are presented in relation to sex, county of residence, and local high school.

38. Avner, Nancy. Freshman Class Status Report: 1968-69. Part II: Biographical Data: A Comparison: 1964-65/1966-67, 1967-68, 1968-69. BOAC Study No. 20, University Research, State University of New York at Buffalo, Buffalo, N.Y.14214, 1968, 40 p., $1.00

    The study compares the characteristics of the three most recent freshman classes at the SUNY at Buffalo with the original class studied (1964-65). It presents descriptive data relative to personal characteristics (age, marital status, place of birth, citizenship); family background (parents' place of birth, parents' education, parents' occupation, family income); high school achievements; and employment plans.

39. Bagley, Clarence H. A Descriptive Analysis of the ACE Student Information Form for Students at the State University College at Cortland, Office of Institutional Planning, State University College at Cortland, Cortland, N.Y. 13045, 1968, 31 p.

    The American Council of Education's Student Information Form was administered to some nine hundred entering freshmen of the State University of New York's College at Cortland. The Form was administered both to obtain standard informational data as well as to obtain input data for longitudinal research. In both respects, SUCC student responses are analyzed and compared to national norms of freshmen at four-year colleges. The report concludes with a summary and two appendices: the 1967 Student Information Form, and the responses of Cortland's fall 1967 entering freshmen.

40. Faulman, Jane. Freshman Class Status Report: 1967-68. Part I: The Composition of the Freshman Class: A Comparison: 1964-65, 1965-66, 1966-67, 1967-68. BOAC Study No. 18, University Research, State University of New York at Buffalo, Buffalo, N.Y. 14214, 1968, 21 p., $1.00

    The study compares characteristics of four successive freshman classes at the SUNY at Buffalo. Descriptive information includes enrollment on the basis of sex, marital and residential status, years between high school graduation and college enrollment, high school locale and permanent residence.

41. Faulman, Jane, and Karen G. Zobrist. Freshman Class Status Report: 1967-68. Part II: Biographical Data: A Comparison: 1964-65, 1965-66, 1966-67, 1967-68. BOAC Study No. 17, University Research, State University of New York at Buffalo, Buffalo, N.Y. 14214, 1967, 40 p., $1.00

    The study compares the characteristics of four successive freshman classes at the SUNY at Buffalo, including personal characteristics (age, marital status, place of birth, citizenship); family background (parents' place of birth, parents' education, parents' occupation, family income, siblings); high school achievements (average, activities, honors); and employment plans after graduation (planned vocational field, preferred location).

42. Hoffman, Bernard B., and V.L. Sternitzke. A Vignette of 1967 Chico State College Freshmen, Office of Institutional Research, Chico State College, Chico, Calif. 95926, 1968, 20 p, $.50

    This study of student characteristics offers the administrator a better understanding of the backgrounds, philosophies, and aspirations of the freshman class of 1967.

43. Lindsay, Carl A., Theodora Hoover, and Betsy Kepler. 1967 Fall Term Pennsylvania State University Class: Profile of Demographic Variables, Student Affairs Research, Grange Building, Pennsylvania State University, University Park, Pa. 16802, 16 p.

    Fall term 1967 freshmen (including subpopulations of male-female and subgroups of four-year freshmen and two-year freshmen) were described in terms of demographic variables: father's occupation, father's (mother's) education, religious preference, type of home community, and major economic activity of home community.

44. Lindsay, Carl A., Theodora Hoover, and Betsy Kepler. 1967 Fall Term Pennsylvania State University Freshman Class: Profile of Intellective Variables, Student Affairs Research, Grange Building, Pennsylvania State University, University Park, Pa. 16802, 1968, 37 p.

    Fall term 1967 freshmen (including subpopulations of male-female and subgroups of four-year freshmen and two-year freshmen) were described in terms of intellective variables: SAT scores, high school average, high school rank, percentage of class to college, English Placement Test, reading comprehension, mathematics, and chemistry.

45. Melnotte, Judith. Study Skills, Habits and Attitudes: 1966-67 Freshmen. BOAC Study No. 15, University Research, State University of New York at Buffalo, Buffalo, N.Y. 14214, 1967, 18 p. $1.00

    This report is based on student responses to the Brown-Holtzman Survey of Study Habits and Attitudes. It provides a description of the responses of incoming freshmen and discusses the differences in responses as a function of sex and/or major area. Its purpose is to obtain some evidence of the extent to which students report study habits or skills which may indicate potential problems for them, and the extent to which they report problems related to motivation.

46. Thompson, Elizabeth C. Freshman Class Status Report: 1967-68. Part III: Choice of Major: A Comparison: 1964-65, 1965-66, 1966-67, 1967-68. BOAC Study No. 19, University Research, State University of New York at Buffalo, Buffalo, N.Y. 14214, 1968, 53 p., $1.00

    The study compares descriptive information about the initial choice of major made by freshmen in four successive classes at the SUNY at Buffalo. Data are presented in relation to sex, county of residence, and local high school.

47. Zobrist, Karen G. A Multivariate Analysis of Selected Personality Factors of SUNYAB Freshmen: 1966, University Research, State University of New York at Buffalo, Buffalo, N.Y. 14214, 1967, 12 p., $1.00

The California Psychological Inventory was administered to all freshmen attending the 1966 Summer Planning Conference at the SUNY at Buffalo. A random sample of approximately four hundred students was used in this study. The study was designed to determine, using multivariate analysis of variance techniques (MANOVA), whether sex or major academic field of the students was related to specific personality factors. Using a principal components analysis, the SUNY at Buffalo data yielded four factors in the following order: Sociological Adjustment, Extroversion, Independence of Thought and Action, and Femininity. One scale with a factor loading of .79 or higher was selected as most representative of each of the four orthogonal factors. The raw scores of these four scales were used as the data in the subsequent analysis. The four scales so selected were as follows: Self-Control, Self-Acceptance, Flexibility, and Femininity.

GENERAL STUDENT CHARACTERISTICS

48. Asher, E.J., Jr. A Survey of Former Students of Western Michigan University, 1940-1968, Office of Institutional Research, Western Michigan University, Kalamazoo, Mich. 49001, 1968, 115 p., $2.50

This study was an attempt to assess the opinions, attitudes, and activities of former students with regard to the University, its programs and activities. Data were derived from the responses of over sixteen hundred former students to a four-page questionnaire. (Copies of the questionnaire may be obtained separately.)

49. Bagley, Clarence H. An Analysis of the College Student Questionnaire (CSQ-1), Study Director, The Four College Study of Institutional Development, State University College at Cortland, Cortland, N.Y. 13045, 1968, 61 p.

    The Four College Study Group administered the College Study Questionnaire Part 1 (CSQ-1) to the 1966 entering freshman classes of Brockport, Cortland, Geneseo, and Oswego colleges. This report systematically analyzes student responses and compares them to data drawn from twenty thousand student responses at thirty-nine selected types of colleges. The analysis includes a discussion of both the seven scales of the CSQ-1 and their constituting items as well as other items which are structured into six categories such as choice of major and participation in college. Although the report employs requisite sophistication in making analyses and interpretations, it can be profitably read by one who is not thoroughly acquainted with the procedures and devices of analysis. The final chapter succinctly presents a summary of the report and the conclusions of the analysis. Also included are two appendices: the first ennumerates CSQ-1 scale scores and frequencies while the second lists the item-by-item student responses.

50. Cohen, Irving. Academic Achievements of BMCC Graduates Who Had Attended Vocational and Trade High Schools, Office of Institutional Research, Borough of Manhattan Community College, 134 West 51 Street, New York, N.Y. 10020, 1968, 6 p.

    This is a study of the academic achievement of students who came from vocational and trades high schools in New York City. The study compares the scholastic indexes,high school averages, and SAT scores of these students with the rest of the college student body. In a number of significant ways, these students achieved better standing than the "control" group.

51. Cohen, Irving. Analysis of Graduate Questionnaire, Office of Institutional Research, Borough of Manhattan Community College, 134 West 51 Street, New York, N.Y. 10020, 1968, 25 p.

    This is an in-depth analysis of the first graduating class of BMCC, most of whose members were recruited in open-door fashion with concentration in poverty areas. The personal characteristics of the students, their views on the college institution as well as their scholastic achievements are reviewed by sex and curriculum. In addition, their postgraduate activity is also described. Two-thirds of all graduates, no matter what their curriculum, are now in four-year colleges.

52. The Division of Institutional Research. Those Who Made It: Selected Characteristics of the June 1967 California State College Baccalaureate Graduates, Office of the Chancellor, The California State Colleges, 5670 Wilshire Blvd., Los Angeles, Calif. 90036, 1969, 60 p.

Despite the increasing importance of college graduation, little is known about college baccalaureate graduates as a group. The focus of this research was the undergraduate educational careers of a 15 percent sample of the 13,858 June 1967 California State College baccalaureate graduates; inquiry by means of "transcript analysis" was limited to the data contained in 1,882 student master files. The findings of this study have invalidated many popular assumptions with respect to the four-year college graduate. The origin, attendance, and achievement characteristics of the "typical" California State College graduate indicate that he takes 6.44 years to graduate, transfers at least once, carries an average of 13.7 units per term, and completes college with a grade point average of 2.67 for 135 units. Since one of the major findings of the study was that the popular stereotype of the "typical" college graduate is erroneous, therefore, many new areas are open for further study. Admission standards, articulation between colleges, and counseling policies should be studied in light of the new model of the college student.

53. Hoffman, Bernard B. College Students and Sources of Sex Disclosure, Office of Institutional Research, Kansas City Regional Council for Higher Education, 5304 Tracy, Kansas City, Mo. 64110, 1969, 65 p., $1.65

A national study of college students and their experiences, attitudes, and desires on the subject of sources and timing of sex disclosures, it involved 150 institutions and 2,864 student responses. The study also contains a parallel study which used a comprehensive questionnaire and extracted a large sampling from a single institution. Findings suggest that dominant peer-group influence may be related to other student social problems.

54. Hoffman, Bernard B. Marijuana and Appropriate Punishment, Office of Institutional Research, Kansas City Regional Council for Higher Education, 5304 Tracy, Kansas City, Mo. 64110, 1968, 55 p., $1.50

This national study of college student attitudes on marijuana and appropriate punishment involved 150 institutions and 4,200 student responses. It contains a parallel study which applied a comprehensive questionnaire to a large sample from a single institution. Findings identify several significant relationships between student attitudes and other areas of social problems such as riots, war, generation and credibility gaps.

55. Keith, Nathan R.,Jr. Degrees Conferred by the University of Georgia 1964-68, Institute of Higher Education, University of Georgia, Athens, Ga. 30601, 1968, 12 p.

    This report shows the trends in degrees conferred by the University of Georgia from 1964-68. All degrees conferred in this five-year period are listed by college, by sex and by year, and the significant changes in relative percentages of total degrees conferred each year are noted. Extensive tables of graduate degrees which have been awarded are included in the report.

56. Lane, Florence, and Robert S. Gersten. Follow-up Study of Students Graduating from Nassau Community College between 1962 and 1965, Office of the Dean of Students, Nassau Community College, Garden City, N.Y. 11530, 1968, 21 p.

    All students who graduated from Nassau Community College between 1962-1965 were sent a questionnaire to determine the extent to which they continued their education, the nature of their present employment, and their academic achievement at transfer institutions. More than half of the students who had enrolled in a transfer program have already acquired undergraduate and advanced degrees. Furthermore, more than half of the students who secured a bachelor's degree are either teaching or studying at graduate schools. Less than seven percent withdrew from the senior institution and less than one percent withdrew for academic reasons. The grade point averages of transfer students at the senior institution were significantly higher than their averages had been at Nassau. More than seventy percent of the students who graduated in career oriented programs are presently pursuing their careers or continuing their education. The Associate Degree helped eighty-four percent of the respondents obtain their present positions.

57. Langlois, Eleanor. The Length of Time Spent in Earning the Ph.D. Degree at the University of California, Berkeley, Office of Institutional Research, University of California, Berkeley, Calif. 94720, 1967, 60 p.

    Topics detailed in this study include the number of calendar years between entrance and degree at the Ph.D. level, course work and research, summer sessions, advancement to candidacy, and degree earned prior to the doctorate.

58. McDonald, Thomas F. Georgia's 1966 High School Graduates - A Self-Portrait, Georgia Educational Improvement Council, 705 Hartford Building, 100 Edgewood Avenue, N.E., Atlanta, Ga. 30303, 1968, 51 p.

    A description of Georgia's 1966 high school graduating class, this study has as its objective to provide insight into the graduate's appraisal of his secondary education, as well as his plans for additional education or employment. The description of the class is based on several self-reported demographic and psychometric dimensions.

59. Stordahl, Kalmer. Influences on College Choice, Office of Institutional Research, Northern Michigan University, Marquette, Mich. 49855, 1968, 19 p.

    A brief questionnaire which measured the influence of four factors (Intellectual Emphasis, Practicality, Advice of Others, and Social Emphasis) on college choice was administered to the 1966 freshman class at Northern Michigan University. The relationship of these factors to sex, college aptitude, and distance from home was determined.

60. Sullivan, John J. Resources and Reality: The Married Student at the University of Georgia, Institute of Higher Education, University of Georgia, Athens, Ga. 30601, 1968, 26 p.

    This report is a survey of the financial status of the married students at the University of Georgia who comprise about twenty percent of the enrollment. How these students earn and spend their money, their opinions concerning advisers, the University in general, and their opinions of the city of Athens are discussed.

61. Suslow, Sidney, and Roger Hamilton. Student Financial Support at Berkeley, Office of Institutional Research, University of California, Berkeley, Calif. 94720, 1968, 200 p.

    The study's primary goal is to provide administrators at all levels with a detailed view of student finances at Berkeley. This should serve as a guide for understanding the problems and burdens confronted by the student in surviving economically as he proceeds with his studies. Topics delineated include: jobs, awards, and loans; parental income; class standing; and estimate of need.

62. Suslow, Sidney, and Eleanor Langlois. Student Performance and Attrition at the University of California, Berkeley: A Follow-up of the Entering Freshman Classes of Fall 1955 and Fall 1960, Office of Institutional Research, University of California, Berkeley, Calif. 94720, 1968, 58 p.

    This report is an examination of the attrition and performance of two entering classes at Berkeley with data on the subsequent educational experience of those students who left Berkeley without a degree. Included is a limited amount of material relating to other universities and colleges which permits a comparison of Berkeley's experience with that of other institutions.

63. Williams, Gerald D. A Descriptive Summary of the Results of the College Student Questionnaire - Part 2 Given to Freshmen and Sophomores at University Park Campus, Student Affairs Research, Grange Building, Pennsylvania State University, University Park, Pa. 16802, 1968, 28 p.

    The College Student Questionnaire - Part 2 (CSQ-2) was completed by a sample of 292 freshmen and 217 sophomores at the University Park Campus of the Pennsylvania State University during spring 1968. This report (a) briefly describes the CSQ-2, (b) presents a summary of the CSQ-2 results, and (c) compares the local results with a stratified sample of 1,500 freshmen and sophomores from thirty-seven four-year colleges and universities.

64. Wilson, Kenneth M. Student Characteristics and Educational Outcomes, College Research Center, Vassar College, Poughkeepsie, N.Y. 12601, 1968, 21 p.

    This study is an analysis of the relationship between measures of students' aptitude and achievement as high school seniors and their subsequent performance, as college seniors, on standardized tests of achievement in their respective fields of concentration and on a test of academic aptitude designed for use with college seniors. Scores on the GRE Aptitude and Advanced Tests (13 fields) are compared with standard admissions data (SAT, Verbal and Mathematical; a secondary-school-rank index; and the average of CEEB achievement tests) for 878 students in eight liberal arts colleges for women, classes graduating in 1965 and/or 1966. Findings are consistent with the proposition that differences among colleges in the intellectual achievement and attainments of their graduates are accounted for at least as much by differential student input as by differential institutional impact.

RECRUITMENT AND ADMISSIONS

65. Clements, William H. Some Further Reflections On No Show, Office of Institutional Research, Wisconsin State University at Stevens Point, Stevens Point, Wis. 54481, 1969, 7 p.

    This report provides additional analysis of the data in Why They Don't Show In September. One major question, left unaswered because of the early deadline for reporting, concerned the reactions of students who had indicated that WSU-Stevens Point had been their first choice when they applied there for admission. Analysis of the characteristics of this group as compared to those for whom Stevens Point was clearly not a first choice is the purpose of this appended report.

66. Clements, William H. Why They Don't Show In September, Office of Institutional Research, Wisconsin State University at Stevens Point, Stevens Point, Wis. 54481, 1968, 23 p.

    The failure of high school graduates to complete enrollment after they have been admitted to WSU-Stevens Point has engendered this report which seeks to discover the extent of and the reasons for that failure. Using July 15 as a cut-off date, questionnaires were sent to those admitted applicants who cancelled application before that time. The aim of the study was to enable University officials to better predict the proportion of accepted applicants who will enroll and also to improve services to future potential students. Sixty-two percent of those who cancelled returned the questionnaire. The report offers a thorough analysis of the responses made on the questionnaire.

67. Froehlich, G.J. Enrollment in Institutions of Higher Learning in Illinois: 1968, University Bureau of Institutional Research, 409 East Chalmers, Room 242, Champaign, Ill. 61820, 1968, 107 p.

    This survey provides fall term enrollment data for the 137 different institutions of higher learning in Illinois. Twenty-two year enrollment trends are also shown. Besides presenting the data for each individual institution, the data are summarized for the State of Illinois as a whole, for all public and private institutions combined, for public and private universities, public and private colleges, private professional and technical schools, and for public and private junior colleges. Summary data for each standard metropolitan statistical area, and for other geographic regions of Illinois are also given.

68. Hoffman, Bernard B. The Impact of Spiralling Costs on Higher Education of Talent: Nationally, State-Wide and at Chico State College, Office of Institutional Research, Chico State College, Chico, Calif. 95926, 1968, 19 p., 50¢

This research report explores the talent loss which higher education is suffering because of spiralling costs. The report's special concern is for the student who is qualified and eligible to attend college but who cannot attend or cannot continue because of financial difficulties. Tuition is the most noticable setback in this regard, but ancillary expenses are rising at an estimated annual rate of $50 to $100 per student and are therefore significant contributing factors as well. One aspect of the talent loss is evidenced by a disproportion in payments for students from differing economic backgrounds: families with an annual income below $5,000 incurred $1,800 in "out of pocket" expenses for a child's year at college while the figure was but $1,500 for families with annual incomes above $10,000. Several other aspects are discussed and supported factually.

69. Sullivan, John J. Potential: The Academically Able but Disadvantaged Georgia High School Student, Institute of Higher Education, University of Georgia, Athens, Ga. 30601, 1969, 38 p., 50¢

This is a report of the academic competence, educational aspirations, and personal opinions of 4010 academically able but financially needy students as identified in Project FAIT (Find And Inform Talent) of the USOE Talent Search Program.

PREDICTION AND ACADEMIC PERFORMANCE

70. Chapman, Dwight W. A Study of Over- and Under- Achievers (IRR 68-2), College Research Center, Vassar College, Poughkeepsie, N.Y. 12601, 1968, 25 p.

This is a study of students who performed better or worse in their freshman year than was predicted by their scores on a standard admissions battery and formal measures of academic motivation. Students entering Vassar College in fall 1964 constituted the study sample. The study involved comparison of responses of over- and under-achieving students. to the College Student Questionnaires. Part 1, and interviews with selected students, as seniors, during the academic year 1967-68.

71. Cohen, Irving. Correlations Between High School Averages and SAT Scores and Final Scholastic Indexes; BMCC Graduates, June 1966 through August 1967, Office of Institutional Research, Borough of Manhattan Community College, 134 West 51 Street, New York, N.Y. 10020, 1968, 23 p.

    This study analyzes the small degree of association between the graduate's performance in secondary schools and academic achievement at BMCC. Most graduates were underachievers in secondary school and were recruited in an open-door fashion. Correlations are made by sex and curriculum. The study includes five major statistical tables, eight charts and a number of text tables in addition to explanatory text.

72. Harris, John, Rolf Bargmann, Edward Booth, and David Trower. Predicting Veterinary School Performance by Discriminant Analysis, Institute of Higher Education, University of Georgia, Athens, Ga. 30601, 1968, 12 p., (available on loan only)

    This study used discriminant analysis rather than linear regression in analyzing the relationship between several measures of pre-veterinary school performance and first quarter performance in veterinary school. Briefly stated, these data seem to indicate that the variations in measures of pre-veterinary performance and first quarter veterinary grades is so great that only crude predictions of an applicant's first quarter performance are possible. Report includes five tables and figures and a short bibliography.

73. Harris, John, Rolf Bargmann, Charles Braucher, and Edward Booth. Predicting Performance In Pharmacy School By Discriminant Analysis, Institute of Higher Education, University of Georgia, Athens, Ga. 30601, 1968, 6 p., (available on loan only)

    The purpose of this study was to determine which of eleven pre-pharmacy variables best discriminate among three levels of performance in the first year of pharmacy as well as among students graduating on schedule versus those needing ten or more quarters to graduate. Subjects were all those students expected to graduate from the University of Georgia's School of Pharmacy either in June or August 1968. Subjects were sorted into three grade groups and by discriminant analysis the most discriminating pre-pharmacy variables were determined. By using these results a prospective student may be placed in one of three grade ranges and the probability of his graduating on or off schedule can be estimated. Report includes six tables and figures and a short bibliography.

74. Jacobsen, Gwendolyn. The Effects of Triple Room Situations on the Academic Performance of URI Students in the Academic Year 1965-66 (OIR Rpt. 31), Office of Institutional Research, University of Rhode Island, Kingston, R.I. 02881, 1968, 11 p.

    A sample of students was looked at by class to determine the effects of their living conditions on their academic performance. Special emphasis is placed on the effects of tripling and subsequent de-tripling.

75. Jacobsen, Gwendolyn. A Study of the Scholastic Aptitude Tests and High School Class Standings as Predictors of Academic Success at the University of Rhode Island (OIR Rpt. 22), Office of Institutional Research, University of Rhode Island, Kingston, R.I. 02881, 1967, 10 p.

    This study sought to test the reliability of SAT scores and high school class standings as predictors of academic success at URI. The findings add credence to the opinion that there is much left to investigate in this vital area.

76. Rice, Gary A. A Study of the Predictive Validity of the Washington Pre-College Test for Introductory Courses at Yakima Valley College, Office of Institutional Research and Testing, Yakima Valley College, Yakima, Wash. 98902, 1968, 150 p.

    This study assessed the predictive accuracy of the state-wide college entrance test battery for sixteen multi-section introductory courses at Yakima Valley Community College. In addition to predictor and predictor-criterion correlation matrix tables, a regression equation was generated for predicting the final grade in each course. The percentage of accountable variance of each predictor variable was also determined. Finally, percentile tables for Y.V.C. male and female students were constructed to provide local norms. Some departments are currently considering the results to revise placement scores for entrance into their courses.

77. Stordahl, Kalmer. Academic Performance and Persistence of Early Entry Institute Students, Office of Institutional Research, Northern Michigan University, Marquette, Mich. 49855, 1968, 7 p.

    The academic performance and persistence of students enrolled in a summer institute for the poor academic risk was compared with a comparable group of fall entrants. The institute appeared to have an immediate but not enduring effect on the criteria.

78. Yuker, Harold E. Effects of Repeating the Graduate Record Examination, Center for the Study of Higher Education, Hofstra University, Hempstead, N.Y. 11550, 1968, 4 p.

When the GRE is retaken there are three to two odds that the verbal score will be higher (average increase 21 points), two to one that the quantitative score will be higher (average increase 30 points; best waiting only a month or two), and nine to one that the advanced test score will be higher (average increase 64 points; the longer the interval, the more the increase).

79. Yuker, Harold E., John F. Fracchia, and Marie M. McDermott. Academic Performance of Transfer Students, Center for the Study of Higher Education, Hofstra University, Hempstead, N.Y. 11550, 1968, 12 p.

The third-year grade point averages of four-year transfers and natives were higher than averages of transfers from two-year schools. Those transferring with good grades tended to get good grades, and likewise those transferring with bad grades tended to get bad grades. The percentage of students in the top categories of high school decile and SAT verbal was much lower for two-year transfers than for four-year transfers or natives.

PERCEPTION OF THE COLLEGE ENVIRONMENT

80. Jakubowski, Ted, et. al. Reflections by College Students on Their Environment, Office of Institutional Studies, University of Massachusetts, Amherst, Mass. 01002, 1968, 19 p.

This is a report on a survey of undergraduate attitudes toward parietals, residence hall governments, study conditions, drinking, and so on.

81. Kubiniec, Cathleen M., Helen S. Wyant, and Jean Mae Alberti. The University Experience - The First Few Weeks. BOAC Interview Study I, University Research, State University of New York at Buffalo, Buffalo, N.Y. 14214, 1968, 70 p. $2.00

    This report presents the viewpoints of a stratified (males, females, residents, commuters) random sample of one hundred freshmen, selected from those who entered SUNY at Buffalo in September 1966, with regard to their initial reactions to the university experience, attitudes and opinions about the University, involvement in University life, attitudes toward faculty and course work, decisions to attend college, and their goals for the future. Open-ended questions were used in the interview to permit maximum flexibility in student response. Impressionistic generalizations, frequency tables, and representative quotations of the students are presented in this report, which is based upon responses of freshmen with, at most, eight weeks of university experience.

82. Miller, John K. A Survey and Interpretation: The Environmental Expectations of College Freshmen at State University College at Cortland, Office of Institutional Planning, State University College at Cortland, Cortland, N.Y. 13045, 1968, 32 p.

    After a brief introduction to the measurement of college environments in general and to the College and University Environment Survey (CUES), this report explores the expectation patterns which State University College at Cortland freshmen characteristically exhibit toward the environment of the College. An appendix records a representative sample of CUES items and SUCC student responses.

83. Morishima, J.K. Preliminary Report No. 1: Student Reactions to the Host Family Program, Office of Institutional Educational Research, University of Washington, Seattle, Wash. 98105, 1968, 59 p., $1.50

    This is the first phase of a study designed to evaluate the Host Family Program for foreign students. In general, foreign students were favorably inclined towards a Home Stay--residing with host families for one week before school begins in the fall.

84. Ogden, G. Barton. Reducing Student Alienation Through Modified Class Scheduling, Office of Institutional Studies, University of Massachusetts, Amherst, Mass. 01002, 1968, 11 p.

A report on a class- and room-scheduling experiment which unsuccessfully sought to reduce alienation among undergraduates. It contains a scale that can be used to study alienation among college-age youth.

85. Shawhan, Gerald L. Student Usage of and Opinions About the University of Cincinnati Library, Director of Institutional Studies, University of Cincinnati, Cincinnati, Ohio 45221, 1968, 16 p. 1 copy free

This report summarizes the results of a random sample of 561 students on specific questions pertaining to the library facilities. It also indicates the preferred location of a new library as well as proposed policies about the operation of the present library.

86. Zobrist, Karen G. A Multivariate Analysis of the SUNYAB Environment and a Comparison of Perceptions with Those at Other Campuses, University Research, State University of New York at Buffalo, Buffalo, N.Y. 14214, 1967, 24 p., $1.00

In October 1965, Pace's College and University Environment Scales (CUES) was administered to a sample of junior students at the SUNY at Buffalo. This study was designed (1) to determine, using multivariate analysis of variance techniques (MANOVA), whether sex, residential status, or major academic field of the students was related to the perceptions of the SUNY at Buffalo campus, and (2) to compare student perceptions of the SUNY at Buffalo environment with student perceptions of other large state universities.

RETENTION, ATTRITION, AND TRANSFER

87. Kubiniec, Cathleen M. Follow Up I: 1964 Freshman Class. Part A: Attrition. BOAC Study No. 14, University Research, State University of New York at Buffalo, Buffalo, N.Y. 14214, 1967, 19 p. $1.00

This report provides information about the Attrition Rate, as of the fifth semester, of the entering class of 1964, and the academic standing of students still enrolled and of students no longer in attendance. It indicates the point at which students dropped out, as well as how many were still students at a given point in time.

88. Max, Pearl. How Many Graduate, Office of the Coordinator of Institutional Research, The City University of New York, 535 East Eightieth Street, New York, N.Y. 10021, 1968, 33 p.

A study was made of the seven-year graduation rate of freshmen who entered the senior colleges of the City University of New York, in fall 1960. Data were secured from the registrars of Brooklyn, City, Hunter and Queens Colleges and from a questionnaire follow-up of Brooklyn and Queens College students who left college before graduation. The findings for the freshmen entering in 1960 were compared with those of a somewhat similar study of freshmen who entered the senior colleges of the City University in fall 1955. The data were also compared with reported graduation and attrition rates in other institutions. Of the freshmen who entered the day sessions of Brooklyn, City, Hunter and Queens Colleges in fall 1960, 77 percent graduated within seven years from the college they entered as freshmen. A follow-up of those who left Brooklyn and Queens Colleges before graduation indicated that an estimated 82 percent of the freshmen graduated within seven years from Brooklyn College and Queens College or from some other college or professional school.

89. Morishima, J.K. Comparative Attrition of Freshmen, 1960-1967, Office of Institutional Educational Research, University of Washington, Seattle, Wash. 98105, 1968, 9 p., 50¢

The attrition rate, which had remained relatively constant from 1962-1966, declined significantly in 1967. The major factor, it is hypothesized, could be faculty and student reaction to the war in Viet Nam.

90. Zobrist, Karen G. Follow Up I: 1964 Freshman Class. Part B: Biographical Information as a Function of Academic Standing. BOAC Study No. 16, University Research, State University of New York at Buffalo, Buffalo, N.Y. 14214, 1967, 30 p., $1.00

This study is based on student responses to the Freshman Student Personnel Questionnaire in summer 1964. It presents descriptive data on the academic standing of those students who were still enrolled at the SUNY at Buffalo at the end of five semesters and those students who were no longer in attendance. Student achievement is analyzed as a function of the following student classifications: total State University Admission Examination score, residential status, permanent residence, mother's educational level, father's educational level, family income level, and high school average.

MISCELLANEOUS

91. Bolin, John G. University Policies Governing Assistantship Stipends and Tuition and Fee Remission for Graduate Students, Institute of Higher Education, University of Georgia, Athens, Ga. 30601, 1968, 8 p.

    This report reviews the policies of twenty major state universities relating to the kinds and amounts of financial assistance awarded graduate students through assistantships and remission of fees. Ranges and averages are reported for the dollar value of assistantships.

92. Castelpoggi, Raymond, (ed.) Academic Effectiveness, Office of Institutional Studies, University of Massachusetts, Amherst, Mass. 01002, 1969, 70 p.

    Contained here are the proceedings of a conference (1964) on institutional research at which talks were presented by David Reisman, Dana Farnsworth, C. Robert Pace, and others. Reprint.

93. Kells, H.R. Unfinished Business . . . Equal Opportunity at Rutgers - 1968, Office of the Provost, Rutgers, The State University of New Jersey, New Brunswick, N.J. 08903, 1968, 16 p.

    This report presents a survey that was made of Rutgers' various programs which are designed to increase the educational opportunities of those whose social predicament has caused some educational disadvantage (programs such as talent search, special admissions, compensatory, extension, academic and non-academic hiring).

94. Martin, Edmund C. and C. William Norman, Jr. Directory of Educational Opportunities in Georgia 1968-1969, Georgia Educational Improvement Council, 705 Hartford Building, 100 Edgewood Avenue, N.E., Atlanta, Ga. 30303, 1968, 224 p.

    A regular biennial publication of the Georgia Educational Improvement Council, a state agency established by the Georgia General Assembly in 1964. The purpose of the Directory is to provide basic information on colleges and universities, junior colleges and technical-vocational schools in Georgia, both public and private. It is designed as a resource for teachers, counselors, parents, students and others who need information on post high school educational opportunities in Georgia.

95. Morishima, J.K., and E.H. Schott. Abstracts of Selected Reports and Studies of the Office of Institutional Educational Research, Office of Institutional Educational Research, University of Washington, Seattle, Wash. 98105, 1968, 52 p. $1.50

    This report abstracts and indexes well over 150 reports completed by the University of Washington's Office of Institutional Educational Research. Other offices may find reference to studies which may be of value to them.

96. Shawhan, Gerald L. and C. Thomas Innis. Survey of Patent Policies at 141 Educational Institutions, Director of Institutional Studies, University of Cincinnati, Cincinnati, Ohio 45221, 1968, 6 p., 1 copy free

    This report represents 141 institutions who responded to a questionnaire about patent policies at their colleges and universities. It summarizes the answers to questions about patent assignment requirements, patent rights, remuneration to the inventor, patent protection, and other matters related to inventions or discoveries by university personnel.

97. Sullivan, John J. (ed.) Georgia Counselor's Guide to Financial Aid Information, Institute of Higher Education, University of Georgia, Athens, Ga. 30601, 1968, 132 p.,(available on loan only)

    A descriptive collection of financial aid and the qualifications necessary to receive it, this report lists sponsoring agencies and discusses the various kinds of financial aid programs for attendance of Georgia post-secondary institutions.

98. Wilson, Kenneth M. Organizing for Research in Higher Education, College Research Center, Vassar College, Poughkeepsie,N.Y. 12601, 1968, 11 p.

    In this paper addressed to educational researchers, the generalization is made that, by and large, research in higher education relies on informal, highly personalized and unsystematic methods for observing and evaluating the educational process in all of its aspects. Some of the deterrents to viable educational research are examined and adoption of more formal and organized methods of inquiry is advocated.

99. Witmer, David R. Right of Notice and Hearing, "Due Process," and Related Constitutional Rights of Students, Board of Regents of Wisconsin State Universities, Madison, Wis., 9 p., $1.00

    This report on research in case law includes a brief on The State of Missouri ex. rel. John Crain v. Isaac Hamilton et. al., 42 Mo. Apr. 24 (1890), and a memorandum on the historical development of case law on the title subject.

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